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ABSTRACT

Designed to provide instructors in adult basic education programs with lesson plans that treat the subject of parent education and family life, this manual deals specifically with the subject of child development from 13 to 18 years of age, i.e., the teenager. Each lesson contains background material for the instructor, aims, lesson motivation and development, suggested activities, and student worksheets and factsheets. The lesson topics treated in this manual are as follows: Behavior and interests; Teenage Growth Patterns; Leisure Time; Parent-Teen Relationships; The Teenager and School; and Teenagers and Their Responsibility. This publication is the last of a series of three. An Evaluation sheet is provided at the end of the manual on which the instructor can indicate reactions and make suggestions concerning the material. (DB)

ED 070927

Parent Education & Family Life

LESSON PLANS

adult basic education

THE UNIVERSITY OF THE STATE OF NEW YORK THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT ALBANY

ED 070927

LESSON PLAN MANUAL

a

Series of Lesson Plans and Worksheets

on

PARENT EDUCATION & FAMILY LIFE

CHILD DEVELOPMENT:
THE TEENAGER

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12224
1972

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FOREWORD

This manual is designed to provide instructors in adult basic education programs with lesson plans which treat the subject of parent education and family life. Each lesson contains background material for the instructor, aims, lesson motivation and development, suggested activities, and student worksheets and factsheets. The latter are to be used as masters for providing student copies of these same sheets. This publication is the main component of the third and final materials packet for parent education and family life. Additional elements in the packet are the filmstrip with its accompanying manual and the student brochure. Similar groups of materials are now available in the areas of practical government, consumer education, and health and nutrition.

The Bureau of Continuing Education Curriculum Development expresses appreciation to the members of the National Advisory Committee, the "Big Cities" Advisory Committees, and the Professional Advisory Committee for their significant contributions to the planning and development of the social living skills curriculum project. From these preliminary deliberations, the Bureau has continued the development of the series. Gratitude is extended to Richard L. Clark, Haverstraw Middle School, Haverstraw; William I. Nennstiel, Superintendent, Waterford-Halfmoon School District; and R. Allan Sholtes, Guilderland Central Public Schools for writing the basic manuscript and reviewing its subsequent drafts and to Oscar A. Kaufman who was responsible for the illustrations used herein.

Further acknowledgement is given to the following members of the staff of the Bureau of Basic Continuing Education who reviewed the materials and made valuable suggestions which were incorporated into the manuscript: Neil W. Carr, supervisor and Harvey Johnson and Lois A. Matheson, associates. Appreciation is also expressed to George F. Foot, associate, Bureau of Child Development and Parent Education, who carefully reviewed the manuscript and made pertinent suggestions for its modification. Barry W. Jamason, associate, Bureau of Continuing Education Curriculum Development, coordinated the project and designed and prepared the manuscript for publication.

HERBERT BOTHAMLEY, *Chief*
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GORDON E. VAN HOOFT, *Director*
Division of School Supervision

MESSAGE TO THE INSTRUCTOR

It is to be hoped that these materials will prove to be of practical value in your important task of providing improved instructional programs for students in adult basic education classes.

To fully appreciate the scope and intent of this project, you should read the introductory handbook, *Teaching Social Living Skills*. This booklet describes the organization of the Social Living Skills materials; provides teaching suggestions; and includes a brief, but useful, bibliography. Further information on the subject of Parent Education and Family Life may be obtained by directing enquiries to the Office of Child Development, Department of Health, Education and Welfare, Washington, D.C. and to the Bureau of Child Development and Parent Education, New York State Education Department.

The lesson plans, factsheets, and worksheets in this manual on *Parent Education and Family Life* deal specifically with the subject of child development from 13 to 18 years. The lessons encompass a range of topics including growth, sexual behavior and interests, peer and family relationships, schooling, teenage responsibilities, and use of leisure time. This publication is the last of a series of three which, collectively, treat child development from birth to 18 years.

Hopefully, this manual will fulfill the twofold task of assisting you in your instructional program and of providing your students with practical and useful information. You can make a significant contribution to the refinement of these materials if you record your reactions and suggestions on the evaluation sheet found at the end of the booklet.

MONROE C. NEFF, *Director*
Division of Continuing Education

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INTRODUCTION

These lesson plans have been arranged as general topics of *Parent Education and Family Life*. It might well be that the quantity or complexity of the material in any one of the lessons will prevent its being completed in a single session. Therefore, it is recommended that the topics be selected and introduced with the amount or choice of material being determined by its pertinence, by the availability of community resources, and by student interest.

With the above considerations in mind, statements of objectives for each lesson are presented here in a suggested order of importance or significance. This ordering of objectives should serve merely as a guide in the event that time or other factors preclude covering all of the information in a lesson. The arrangement of the lessons themselves is an arbitrary one, and it is not meant to suggest topic priority.

Parent Education and Family Life
Child Development: The Teenager

- BEHAVIOR AND INTERESTS
  - To assist parents in the understanding and evaluation of the behavior of their children
  - To encourage parents to communicate with their teenagers in a positive manner
  - To describe the forms of self-expression by which teenagers seek individuality and peer group acceptance
  - To make parents aware of the pressures experienced by teenagers relating to school vocations and personal relationships
- TEENAGE GROWTH PATTERNS
  - To familiarize the adult student with the characteristic physical growth that can be expected in the teenager
  - To emphasize that the teenager's behavior reflects the great growth and physical and emotional change that occurs at this time
  - To stress the concept of individual differences, and the importance of recognizing and accepting them

- LEISURE TIME
  - To establish the importance of educating children to use leisure time advantageously
  - To discuss the ways that hobbies may provide pleasure, satisfaction, and profit
  - To have parents understand the importance of setting a good example by using their own leisure time wisely
  - To provide students with information about how to start hobbies
- PARENT-TEEN RELATIONSHIPS
  - To stress that any gap that exists between parent and teenager can be lessened by parental understanding of the varied approaches to rebellion, criticism, anger, and praise
  - To lessen parental concern about difficulties between parent and teenager
  - To discuss the importance of parents having confidence in their child and making this known to him
- THE TEENAGER AND SCHOOL
  - To help parents adopt a positive attitude toward the value and importance of education for their children
  - To encourage parents to take an active part in their child's education
  - To familiarize parents with the characteristics of a potential school dropout
  - To foster the merit of establishing a close relationship between home and school, teacher and parent, and counselor and parent
- TEENAGERS AND THEIR RESPONSIBILITIES
  - To encourage students to educate teenagers in the importance of voting
  - To provide recent information on the qualifications for registration and voting
  - To promote a healthy attitude on the part of students as to their responsibilities to the community, the State, and the nation

BEHAVIOR AND INTERESTS

Background Material for the Instructor

There are over 20 million teenagers spilling into the streets, crowding classrooms, and filling playgrounds, stores, and street corners. The teens are living during a period that abounds with a bewildering assortment of clubs, cliques, and gangs. During these years, the teenager develops strong, intimate, and all-encompassing associations.

The teenager is neither child nor adult, but the worlds of both make claims on him. He stands with one foot in childhood and the other in adulthood, not knowing which he prefers, and seldom feeling at home with either.

Because of this dilemma, the teenager is involved in a series of identity crises. He seeks autonomy and individuality but at the same time desires acceptance by his peers. In the teenage culture there is a never-ending search for personal identity, manifesting itself in the new, the unique, and the different.

Fads

Each teenage generation has its own forms of self-expression by which its members seek individuality and peer group attention and acceptance. In recent decades, these forms have changed at a lightning pace in a kaleidoscope of teen fads in music, dance, fashion, sport, and language. Fads may be viewed from two perspectives. They are seen as a declaration of identity with the peer group and an expression of rebellion against adult authority. Thus the fad is not the important thing. What is important is the teenagers' assertion of their own independence and decision-making power. Teenagers take refuge in their own closed society and its rituals, language, and music because they do not want to be considered children even when society does not consider them adults. Fads, then, become an attempt to separate the adolescent from childhood and to sever childhood ties to parents.

Many others, however, see fads as a wasteful and unwholesome type of teen conformity that is often manipulated, even created, by big business for its own profit. The teenage market, which yields over 11 billion dollars per year, is an area where advertisers capitalize on the impressionable nature of teenagers. They often sell their commodities on the promise of romance, suspense, popularity, and success. Some contend that fads suppress and deny self-expression by stressing conformity. Fads would tend to retard the development of decision-making powers if we accept these contentions.

Conformity

A certain amount of conformity is inevitable, especially when close associates and friends are applying the pressure to conform. When a teenager says, "But everyone else is," he is not necessarily referring to all others his age. He refers only to those teenagers who are especially important to him at the time. They may fall into any of the following categories:

- the young people who stand out because they serve as the models of rebellion against accepted values of adults
- the leader of a particular gang or group
- the captain of an athletic team
- the president of a group
- the leader of a rock band

It is the adult's role to help the teenager determine his own direction without automatically following the crowds.

Teenage Problems

Today's teenagers are under a great deal of pressure. They are expected to do well in school; choose a vocation appropriate to their talents, opportunities, and aspirations; and do their share at home. In addition, they pressure themselves to succeed in their own peer group.

Teenagers also worry about money, because they are often left on the sidelines when they are broke.

Many teenagers have problems making friends. Some cannot get along with their families. Often they can discuss their problems with their friends much better than with their parents.

Summary

Parents should not try to deal with a teenager's problem as their own parents might have, but should form their own conclusions with respect to present-day views. The questions one raises with teenagers should be concerned with truly important issues; e.g., morals, vocations. Parents should also minimize failures and mistakes while helping to build a sense of personal worth by establishing suitable and attainable goals that assist in developing secure, mature, and happy teenagers.

Aims

- To assist parents in the understanding and evaluation of the behavior of their children
- To encourage parents to communicate with their teenagers in a positive, constructive way

- To emphasize the importance of the peer group in the teenage culture
- To point out the pros and cons of teenage fads such as music, fashions, language, sports, and dances

Motivation

This lesson may be introduced by playing a popular teenage record ("Hitching a Ride," "Mamma Told Me"). Pop music is a vehicle through which teenagers hear someone tell of contemporary teenage behavior and interests. Certain records become popular because teenagers are able to identify with the song.

Development

In order to generate discussion, ask the following questions based upon the record:

- What part of teenage behavior and interests are described in the record?
- Is there any part of the record which you did not understand?
- If so, do you believe teenagers in general are difficult to understand? Why?

When conducting the discussion, the instructor should regard himself as a resource person. Insofar as possible, he should draw upon unorganized information which members of the class already have, emphasizing concepts presented or inferred in the Background Material.

In addition to serving as a lead for a discussion on teenage behavior and interests, use of the record may reveal reasons why most parents find the typical teenager a confusing phenomenon. The following are possible reasons why teenagers and adults have difficulty communicating:

- Teens fear they will be misunderstood.
- They are apprehensive about criticism, and thus limit their responsiveness.
- Teenagers realize that many adults persist in seeing them as children.
- For these reasons and others, they hide in peer group conformity.
- Teenagers generally spurn most advice given them by adults.
- The interests and behavior patterns of teens today are quite different than they were when their parents were teenagers.

Suggested Activities

- Arrange for a few teenagers from the local community to visit your class. These teenagers should be able to express themselves in front of a group. The class, with the assistance of the instructor, should prepare a series of questions based upon the conceptual content of this lesson plan. The visiting teenagers might respond to the questions in a panel discussion format. It is important that the visitors be briefed on the program, its purposes, and on the interests of the students.

- Invite a school psychologist or guidance counselor to discuss with the class the status of the peer group in the teenage culture. The class preparation described above should be performed with this activity as well.

- The class members should prepare a list of their interests and behavior patterns as teens which they remember as having received the disapproval of their parents. A discussion can follow based upon the reaction of the class members to these behavior patterns and interests.

- Have each student discuss one problem he is having or might anticipate having with a teenager. In this manner, the class can use its collective experience to help solve these problems.

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to a second grade level. Allow the students a moment or two to study the illustration. Then read with them the caption, "WHICH WILL SHE CHOOSE?" The students should attempt to describe the conversation between mother and daughter and between two teenage girls in order to reach a conclusion as to which the girl will choose.

The following questions could be used to start the discussion:

- Do teenage girls usually go shopping with their mothers or with friends?

- Would the teenager pictured be more interested in pleasing her mother or her friend?

- Do you think she asked her mother to go on the shopping trip with her?

During the discussion, stress the influence that the peer group has in the teenage culture.

A round-robin discussion technique can be used with this worksheet. After 4-6 responses to each question, continue the round-robin with another question. The responses of the group should be written on the chalkboard by a student recorder. These responses can also be transcribed on the back of the worksheet with the students being encouraged to take the worksheet. home as a reference guide.

Worksheet B is recommended for students reading on levels 3-4 and is to be used as a review exercise. The instructor should assist the students in answering the questions and act as a moderator for a class discussion of the answers.

The factsheet is for students who read at the 5-8 grade level, and it may be used for review and reinforcement of the foregoing concepts. After class use, the factsheet may be taken home for further study.

Worksheet C may also be used by students who are able to read at the 5-8 grade level. After assisting the students in the completion of this question sheet, the instructor should encourage a class discussion of the answers.

Student Worksheet A: *Behavior and Interests*

If the teenager could afford to buy only one outfit, which one do you think she would choose? Explain why you think this.

Student Worksheet B: *Behavior and Interests*

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. Teenage music:

   [ ] makes parents angry

   [ ] is a way for teenagers to "talk" to each other

   [ ] is only for certain teenagers

2. Parents should:

   [ ] treat all teenagers alike

   [ ] try to copy teenage dress habits

   [ ] make rules for their teenagers to follow

3. A teenager:

   [ ] is not an adult

   [ ] always has problems

   [ ] has difficulty in talking with his parents

4. Friends:

   [ ] are not important to teenagers

   [ ] have more control over a teenager than parents

   [ ] are easy to make for teenagers

5. Teenage problems include:

   [ ] money

   [ ] choosing a career

   [ ] getting along with their friends

Student Factsheet: *Behavior and Interests*

Glossary

CONFORMITY: Doing what everyone else does

FAD: A popular item or habit

PEER GROUP: Friends of a teenager, usually the same age

Fads such as clothes, hair styles, music, and language are ways to seek out individuality and peer group attention. Fads are good because they:

- separate the teenager from his childhood
- separate the teenager from the adult world
- are examples of teenage independence and decision-making powers

Many people see fads as being harmful because they:

- are costly and wasteful
- cause conformity

Teenagers tend to conform, especially when the peer group is applying the pressure. When a teenager says, "Well, everyone else is doing it," he means only those who are important at that time. The important teenager may be:

- a close friend
- the leader of a gang or group
- captain of an athletic team
- the leader of a rock band

All or some of these teenagers may be part of your teenager's peer group.

Teenagers tend to discuss their problems with their friends much more readily than with their parents. When parents do discuss problems with their teenager they should form their conclusions with respect to present-day views. The questions which a parent raises with teenagers should be about important things such as a future career, with whom they associate, and whether something is right or wrong.

Student Worksheet C: *Behavior and Interests*

Instructions: Complete the following sentences and be ready to discuss each with your instructor. Place a check in the box or boxes to indicate the correct choice(s). There may be more than one correct choice for some.

1. Fads:

   [ ] make teenagers conform

   [ ] change often

   [ ] are important in teenage life

2. Teenage problems are:

   [ ] easy to solve

   [ ] few

   [ ] discussed with parents and friends

3. A teenage peer group:

   [ ] has a leader

   [ ] includes adults

   [ ] causes conformity

Instructions: Answer the questions below in the spaces provided.

1. What are some teenage fads? _____

_____

_____

2. Do you like teenage fads? Why or why not? _____

_____

_____

TEENAGE GROWTH PATTERNS

Background Material for the Instructor

Adolescence is a period of rapid and intense physical growth. There are variations in the timing and degree of this growth, but the pattern is relatively consistent in all adolescents.

Some of the important changes which occur during the adolescent period include the following:

- markedly increased appetite
- increase in muscular energy, with a doubling of strength in the years from 10 to 16
- increase in body fat
- changes in facial features
- increased evidence of acne and other skin reactions such as pimples, blackheads, and blotches
- voice changes

Many of the physical changes of adolescence are so sudden and obvious that boys and girls alike become very sensitive about them. Although in earlier years a youth may have been careless about personal appearance, he now begins to consciously view himself. He worries about his appearance. These are genuine worries and call for sympathetic understanding.

The adolescent's physical development is further characterized by increasing sexual maturity. This is closely related to the onset of pubescence and the endocrine regulation of genital structures and functions. The first menstruation for girls usually occurs at age 12 or 13. The first ejaculation for boys generally occurs at the age of 13 or 14.

The adolescent period can be one of glandular imbalance, but skeletal growth is completed and adult height is reached. Also, muscular coordination improves.

Characteristic Physical-Sexual Development of the Adolescent

The following summaries of patterns of development suggest how physical characteristics change with age:

Year 13:

Girls

Weight and height continue to increase, although slowly. There is a general filling out of hollows for many girls, giving the hips, for example, a smoother appearance. The secondary sex characteristics of breasts and body hair become more apparent.

Boys

This age brings pronounced changes in physical features in many boys. For most, this is a period of rapid growth of the genitalia. Erections occur, not only as a result of direct stimulation or erotic fantasy, but often under other forms of excitement. Boys may wonder why this happens when they are neither with girls nor thinking about them. Those boys who have not already had ejaculations before their 14th birthday, know about them.

Year 14:

Girls

Although there still are marked differences in rate of growth among girls, the 14-year-old's body form seems to be more like that of a young woman than that of a child. The majority of the girls are becoming well established in their menstrual patterns, the regularity approximating a 28-day cycle, although for some girls it may be as long as 45 to 50 days.

Boys

Fourteen seems to be a transition stage from the boyishness of 13 to the manly appearance of 15. This is the period of most rapid height growth for the greatest number of boys. The larger physique, together with its more mature features, gives a strong impression of adolescent masculinity. By the end of the 14th year, a large majority of boys will have experienced ejaculations, most of which will have resulted from masturbation, an act that most boys have heard about or experimented with since age 11.

Year 15:

Girls

Fifteen brings no new or dramatic changes to the physique of most girls. Rather, this age is marked by a completion of growth features begun earlier. There may be a general lessening of the premenstrual tension, but there may also be an increase in premenstrual headaches and skin eruptions, especially on the face.

Boys

By 15, the average boy has achieved about 95 percent of his adult height. His genitalia have reached virtually mature adult size. Boys are

moving toward more established patterns of sexual activity, and their arousal is becoming somewhat more controlled. The frequency of masturbation tends to increase, but increased physical activity, such as involvement in athletics or work, will help diminish the urge.

Year 16:

Girls

Sixteen-year-old girls, as a group, do not show much difference from 15-year-olds. The growth forces that shape appearance continue, but they are slower and less obvious.

Boys

Sixteen brings continuation of growth toward maturity, not so much adding new features as filling out those already acquired. Many boys have stopped growing altogether, while others may yet add another 6 inches to their height. Some are finding it difficult to control their sex impulses, and they masturbate frequently, seek erotic stimulation in pictures, and read easily procured sex novels. Daydreams have become an even more potent source of arousal than before. Physical contacts with girls, mostly in the form of kissing and petting, become increasingly common. Many seem to find stimulation from rhythmic sources such as music, dancing, or their own movements.

Suggested Lesson Plan

Aims

- To familiarize the student with the characteristic physical growth and behavior of the adolescent
- To emphasize that the adolescent's behavior reflects the great growth and physical and emotional changes which are taking place during this period
- To continue developing the concept of individual differences within a general development pattern

Motivation

Show the students a picture of an adolescent sitting or standing before a mirror. The caption for the picture might include any of the following:

"Will I always be so fat?" (or skinny, or short, or gawky)

This lesson is introduced by discussing the picture. The instructor should attempt to draw from the students the following:

- This behavior is normal for adolescents, both boys and girls.
- The adolescent period is one of rapid and intense physical growth and change.

- This period provides an opportunity for parents to assist their children in realizing their uniqueness.

- This period provides an opportunity for parents to offer understanding of the physical and emotional changes that their children are experiencing.

Development

Further discussion might deal with some of the physical changes listed below. Use only those topics which meet the needs and interests of the class. It may prove helpful to involve the students in selecting the items to be discussed.

- Rapid weight gain at onset of adolescence

- Enormous appetite

- Sexual maturity

- Growth rates of boys and girls

- Physical growth: height, musculature, coordination

- Menstruation and masturbation

Suggested Activities

- Compile a class library of free, easy-to-read pamphlets on parent education and the adolescent. These materials may be obtained from local clinics, doctors, New York State Education and Health Departments, and the U.S. Department of Health, Education and Welfare.

- Contact the local school officials and inquire how your class can assist in planned school and recreation programs designed to meet the needs of those who are approaching adolescence.

- Promote the efforts of church groups and community organizations which have been developed for the adolescent such as Scouts, Boys' Clubs, YMCA's, and YWCA's. Encourage your students to support and participate in these organizations if they do not already.

- Invite representatives of these community organizations to visit your class and tell about their efforts in providing services for the community and its children.

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to the second grade level. Allow them a moment or two to study the illustration.

The students should construct possible conversations based upon the incidents shown in the split illustration. From these imaginary conversations, the following topics can be discussed:

- adequate understanding of sexual change
- kind, unobtrusive adult guidance which does not threaten the adolescent's feeling of freedom
- assurance of security (adolescents seek both independence and dependence)
- opportunity for parent to develop in the adolescent:
  - mature and respectful attitudes toward the opposite sex
  - a code of morality
  - the expectations of the culture in which he lives
  - the meaning of marriage
  - the responsibility of raising children
  - the goals of family living

Worksheet B is recommended for those students reading on the 3-4 grade level. The instructor may need to assist the students in completing the worksheet. When this has been done, discussion should center on the students' reasons for their answers.

The factsheet is for students who read at the 5-8 grade level, and it may be used for review and reinforcement of the lesson content. It may be taken home for future reference by the students once it has been used in class.

Worksheet C is also designed for students reading at the 5-8 grade level. After completing it, the students, with the guidance of the instructor, should review the concepts utilized in the worksheet.

Student Worksheet A: *Teenage Growth Patterns*

Instructions: Look at the pictures. What do you think the people are talking about? Be ready to share your ideas with the class.

Student Worksheet B: *Teenage Growth Patterns*

Instructions: Read the following question. Place a check in the boxes having the correct answers. There will be several correct answers for this question. Be ready to discuss the reasons for your answers.

Which of the following are true of teenagers?

[ ] They usually have skin problems, like pimples and blackheads.

[ ] They usually do not have a great deal of energy.

[ ] They usually eat a great deal.

[ ] They all are interested in sex at the same time.

[ ] They worry about their physical change.

[ ] This is a time of very fast and great physical growth.

[ ] This is a time when they reach most of their adult height.

[ ] Boys' voices become either higher or lower during this period.

[ ] Girls' menstrual periods are usually quite regular and predictable during this period.

[ ] Teenagers want and need the understanding of their parents as well as the chance to do things on their own.

Instructions: Answer the question below in the space provided.

Of all the information you have received in this lesson, what do you think will be the most helpful to you in dealing with your children? Why?

_____

_____

_____

_____

_____

Student Factsheet: *Teenage Growth Patterns*

Glossary

ADOLESCENCE: The period of life from puberty to maturity; generally, that age span between childhood and adulthood

BEHAVIOR: The way a person acts or conducts himself

CONDEMN: To pass unfavorable judgment; to declare to be wrong

MASTURBATION: Manual stimulation of the sex organs

MATURITY: Full development

MENSTRUATION: A discharge of blood, other body fluids, and tissue debris from the uterus of the nonpregnant female, occurring at approximate monthly intervals

POTENTIAL: What can be, the possible; what one can become

PUBERTY: The time at which a person first becomes able to reproduce sexually

SECURITY: A feeling of safety; assurance

UNIQUE: Rare; uncommon

Suggestions for Parents

- Understand your child's rapid, intense physical change.
- Let your child know what you know. If you don't know all the answers to the physical changes taking place, find out.
- Provide your child with many chances to have wholesome fun.
- Give him the chance to be both dependent and independent.
- Let him release his tensions, and help him to do it.
- Use every chance you can to show your understanding and concern without being overprotective. Do not nag or preach.
- Some of the changes that occur during adolescence are:
    - great increase in energy and strength
    - changes in body form (broader shoulders on boys, wider hips on girls)
    - greater appetite
    - voice changes in boys
    - greater interest in sex
    - menstrual cycles begin for girls
    - greater chance for skin reactions such as pimples and blackheads
    - great growth in height and weight

Student Worksheet C: *Teenage Growth Patterns*

Instructions: Read each question and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. Adolescence is a time:

   [ ] of rapid growth

   [ ] when the youth shows tension

   [ ] of growing interest in sex

   [ ] when parents have few difficulties with their children

2. Parents of adolescents should:

   [ ] let their children know that they understand and are concerned about them

   [ ] force their children to hold in all of their tensions and feelings

   [ ] provide their children with as many chances as possible to have wholesome fun and recreation

3. The adolescent has:

   [ ] a great deal of energy

   [ ] a large appetite

   [ ] few changes in body growth

   [ ] a good chance of getting acne, pimples, and skin reactions

Instructions: Read and discuss the following questions with your instructor. You may wish to write down your ideas.

1. In what ways do the physical changes that take place during his adolescence affect your relationship with your child? _____

   _____

   _____

2. In your experience, what have been some difficulties that you have had that can be directly related to the physical changes taking place in the adolescent? _____

   _____

   _____

LEISURE TIME

Background Material for the Instructor

As boys and girls reach their late teens, they usually have more time to call their own than they have enjoyed in the past; time in which there are no demands of school, job, or family upon them. It is important that this leisure time be spent constructively if the individual is to experience a feeling of satisfaction or fulfillment.

Using leisure time to best advantage is a skill that many people never acquire. Careful planning is necessary to coordinate work or school with leisure time activities, taking advantage of community opportunities in entertainment, recreation, and education. Some people have individual talents which would be well suited to leisure time activities but are never used.

If teenagers do not receive guidance in the profitable use of free time, they are apt to find this time a "drag." Parents can greatly influence their children's leisure activities by the example they set and the direction they give them. The following material is designed to suggest avenues of leisure time enjoyment that can be opened to teenagers by concerned and thoughtful parents.

Leisure

Leisure is that time which is not spent at school or job. For the school-age child, leisure, including afterschool hours and vacations, totals about 100 days per year, or one-third of his life during the school years. Unfortunately, for many people leisure means time in which they do nothing. But leisure should not simply be unoccupied time; it should be time that is spent in activities which help one relax in a busy, hurried world. It should send one back to school, job, and family refreshed.

Hobbies

The pursuit of hobbies is an excellent leisure activity. Hobbies can:

- lead people to careers by developing interest and by teaching skills
- teach people to make decisions
- provide an outlet for creative instincts
- provide psychological value (Success in a hobby may, to some extent, offset failure in the classroom.)

One does not have to be talented or skilled in a particular area to pursue a hobby, although many people develop or reinforce skills, such as artistic ability, through hobbies. The important thing is that the hobby is fun and provides a restful change of pace from the daily routine.

Hobbies may:

- be pursued individually
- be shared with others
- be seasonal
- be year-round activities
- involve an expense or be free

Often people do not pursue a hobby simply because they do not know how to get started. Many students take standardized tests in school that suggest interest areas. These test results are available through teachers or guidance counselors. If a test of this nature has never been taken, an individual may find his interests simply by making a list of the things he has engaged in, both in and out of school, and noting whether he liked or disliked them. Once an interest area is evident, the hobby can be started. Here are some general suggestions on how to start a hobby.

- Make a list of the opportunities available for pursuing your hobby in the area in which you live.
- Inquire from anyone who may be involved with that hobby about any expenses that may be entailed and suggestions for steps to be taken to get the hobby started.
- Use library facilities for books and pamphlets on the subject in which you are interested.
- Visit hobby shows and exhibits.
- Visit a meeting of a hobby club. All cities and most neighborhoods have them, and membership is open to anyone.
- Make use of community resources. Schools have extracurricular activities and clubs, and often adult education programs include woodworking, sewing, photography, ceramics, physical education classes, and others. Cost of enrollment in such classes is very little.

The following are sources of information regarding special interest groups:

- school guidance office
- local churches and clergymen
- YMCA

- YWCA
- Boy Scouts
- Girl Scouts
- Boys' Clubs
- Jewish Community Centers
- city park boards and neighborhood councils
- local Chamber of Commerce

Hobbies, of course, include participation in sports. The physical exertion and keen competition involved in athletics can constitute a satisfying and rewarding experience. All schools compete with other schools in a variety of sports. Also, they conduct intramural sports programs for all students. Many have clubs that promote athletics such as a ski club. Cheerleading activities may exist for both girls and boys. Communities also offer athletic programs. Boys' clubs provide year-round activities. They, the Scouts, churches, and other organizations frequently provide summer camp opportunities for teenagers. In addition, some churches promote recreational programs such as CYO basketball leagues.

Community Service

Although the pursuit of some hobbies may involve more people than just the hobbyists, most hobbies, by their nature, bring enjoyment and satisfaction to only the person who pursues them. In other words, hobbies tend to be personal. There are individuals, however, who derive their greatest satisfaction and pleasure by working with and for other people. Many fields of endeavor, most of which are voluntary, provide opportunities such as these. The following are some examples:

- work with the physically handicapped
- work with the mentally handicapped
- work with the aged
- work for local political parties
- work with civic action groups for betterment of community and nation

Many individuals who pursue a hobby of this nature find so much satisfaction and pleasure in it that they choose it for their occupation.

Information about opportunities for helping the handicapped can be obtained by contacting the local Red Cross, Association for the Blind, Mental Health Association, and other similar organizations. Local churches and clergy should also be able to furnish information.

If interest in civic action and political activism develops, information about these areas can be obtained by calling local political party headquarters. Also, civic action developments and projects are in the newspapers and on television daily. This information will help the interested person keep up-to-date on what is happening and what opportunities are available to him.

Parental Role

Many youths will develop hobbies and use their leisure time rewardingly; obviously, others will not. For those who are inclined to waste their leisure time, parental encouragement is needed. The best encouragement parents can give their teenage sons and daughters is to show a genuine and active interest in their leisure activities, participate in the activity with them, if possible, and offer them direction when needed. Parents should set an example by using their leisure time intelligently and profitably; by pursuing a hobby themselves; or by performing some community service. Not only will they and their children derive great satisfaction now, but they will be building leisure time activities that will give them a sense of security and satisfaction in later life.

Suggested Lesson Plan

Aims

- To impress upon students the importance of educating their children to use leisure time advantageously
- To help students recognize that hobbies are pleasurable and profitable leisure activities
- To provide students with information about how to start hobbies

Motivation

The instructor may have each student make a chart of his activities for that day, at least. If he can remember his activities for more than one day, so much the better. Have him record as many days as possible. A typical chart might look like this:

Time	Friday	Saturday
7:00	get up; dress	sleep
7:45	breakfast; go to work	sleep
8:30	job	get up; dress
9:00	job	breakfast
10:00	job	read paper
11:00	job	mow lawn
12:00	lunch	mow lawn
1:00	job	lunch
2:00	job	go fishing
3:00	job	go fishing
4:00	job	go fishing
4:30	go home	take nap

5:30	dinner	dinner
6:30	read paper	nothing
7:00-10:00	watch TV	movie
10:30	sleep	nightclub

It may come as a surprise to students how they are using their leisure time. If they find it is being wasted or that too much time is being spent on one activity, they may wish to reconsider their priorities. In an effort to encourage parents to impress upon their children the importance of using leisure time profitably, suggest that they use this exercise at home. The information revealed by the chart may surprise the teenager also, and he may wish to make some adjustments. Whether they do or not, a comparison of the charts of the members of the class should provoke a discussion of leisure activities.

Development

Referring to the chart constructed in Motivation, discuss with students the use of leisure time. The following questions might be used during the discussion:

- How many hours of the day are not spent at school, job, or housekeeping? How many are spent in sleep?
- Of the remaining hours, how many are spent doing nothing?
- What interest area is revealed by the chart?
- If this information suggests a change in your leisure time activities is desirable, how will you go about effecting this change?

Suggested Activities

- Have the students prepare a list of activities they have participated in during their leisure time, noting those they liked and those they disliked. This may suggest to them a hobby or an area of interest.
- Have students prepare a list of all hobbies they can think of. This may suggest a field of interest to them.

Remind students that the same exercise done with their children will reveal their interest areas. After trying this experiment, students may wish to share their experiences with the rest of the class.

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to a second grade level. Read the instructions to them and allow some time for study of the illustrations before beginning the discussion.

Worksheet B is recommended for students reading on levels 3-4. The instructor should assist students in completing the worksheet and act as a moderator for a class discussion of the answers.

The factsheet is designed for students who are able to read at the 5-8 level. It may be used for review and reinforcement of the Background Material and taken home for further study.

Worksheet C is also for students who read at the 5-8 level. After completing the worksheet, the students should discuss the concepts implied therein.

Student Worksheet A: *Leisure Time*

Instructions: Discuss which of the leisure time activities pictured below are most profitable.

Student Worksheet B: *Leisure Time*

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. As children grow older they:

   [ ] have less free time

   [ ] have more free time

   [ ] use free time wisely

2. Parents can help teenagers use leisure time well by:

   [ ] showing an interest in their hobbies

   [ ] having hobbies of their own

   [ ] leaving them alone

3. Leisure activities should:

   [ ] help one relax

   [ ] cost a lot of money

   [ ] be fun

4. A hobby may:

   [ ] involve other people

   [ ] be personal

   [ ] be free

5. Examples of hobbies are:

   [ ] sleeping

   [ ] working with the physically handicapped

   [ ] collecting things

6. Suggestions for leisure time activities may come from :

   [ ] guidance counselors

   [ ] clergymen

   [ ] friends

Student Factsheet: *Leisure Time*

LEISURE: That time not occupied by work or duties

HOBBY: A favorite interest aside from a person's regular job

OCCUPATION: Business; job; what one does for a living

Suggestions for Parents

- Teenagers who have nothing to do during their leisure time sometimes get into trouble.
- Using leisure time to best advantage takes planning, it doesn't just happen.
- Parents, by using their leisure time profitably, set a good example for teenage sons and daughters.
- Hobbies provide a fine leisure time outlet and should be fun.
- It does not require a special talent to have a hobby.
- Schools, libraries, churches, community organizations, and friends are sources of information about hobbies.
- Sports often provide a refreshing leisure time activity.
- Hobbies can provide a sense of security and satisfaction in later life.
- Hobbies include working with civic action groups and with the handicapped of society.
- Leisure should not be simply unoccupied time; it should be time away from job and school spent in activities that help one relax.

Student Worksheet C: *Leisure Time*

Instructions: Read each question and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. What a person does with leisure time:

   [ ] is not really important

   [ ] may have an influence on his life

   [ ] can affect other people

2. Hobbies can :

   [ ] lead people to careers

   [ ] provide an outlet for creative instincts

   [ ] be pursued by one person only

Instructions: Answer the questions below in the spaces provided. Be prepared to discuss your answers with the instructor.

1. Examine the role of parents in regard to the leisure time of their children.

2. How can an interested person start a hobby?

3. Make a list of six hobbies.

PARENT-TEEN RELATIONSHIPS

Background Material for the Teacher

The emergence of a unique personality is perhaps the most significant development of adolescence. Because he is leaving a somewhat ordered childhood but has not yet assumed the structured routines of adulthood, the adolescent often finds this period confusing. He is searching for values and attempting to discover his own identity. Matters which parents feel are insignificant may be of great importance to the teenager. Adolescence is a period which presents many occasions for misunderstandings, and it often takes considerable patience and effort on the part of both parent and teenager to avoid them. The following suggestions and activities are offered in an attempt to lend insight to the relationship between parents and teens.

Constructive Communication

Because the teenager has a tendency to rebel against authority and convention, both he and his parents find adolescence a worrisome and irritating period. Often the best parental response to the teenager's controversial statements and actions is one that offers the teenager an opportunity to use his own initiative and exercise independence in solving his problems. The following three suggestions should prove helpful to the parent when faced with disagreements or conflicts:

- Show a genuine interest in the problem. Listen closely to your teenager, making sure you clearly understand the problem.
- Avoid direct criticism and name-calling. It is never wise to tell a teenager he is stupid or that his ideas are idiotic; he may believe this and become hostile and defiant.
- State your own opinion clearly, giving specific reasons why you believe as you do, and work cooperatively to resolve the conflict.

Parental Criticism

There is a point at which parental criticism becomes more destructive than constructive. When a teenager is constantly criticized, he begins to condemn himself and find fault with others; he harbors resentment; and he looks for opportunities for revenge. Criticism, then, should be constructive, addressing itself to the situation and not the personality. Constructive criticism leaves no room for sarcasm or ridicule. Cutting comments do not bring about behavioral changes. This constructive approach is sometimes difficult for parents to accept because it is often contrary to the approach they themselves experienced as teenagers or to the approach they have been using.

Anger

Anger is a natural emotional phenomenon, and although it should be controlled, it should not be completely suppressed, either in the parent or the adolescent. A complacent facial expression hiding anger within is hypocrisy, not kindness. However, controlling distress or anger will reflect love and concern. One should make his anger known without guilt, regret, or shame, and this can be done if the anger is moderated and if it is not directed at personality or character. Anger expressed positively will not damage the existing love between parent and teenager. This expression may be as simple as a statement of how the situation affects the individual.

Praise

Parents should make a clear distinction between praise and flattery. Praise is an honest, positive reaction to a person or an act. Flattery is insincere. For parents to praise their teenagers is commendable, but, as with anger, praise must be expressed with caution. Strange as it may seem, teenagers sometimes cannot handle it, reading into the praise a judgment of character which is often embarrassing. It is safe to praise efforts and accomplishments, often unsafe to praise personality and character. Sincere expressions of praise that describe feelings and give a realistic picture of accomplishments, rather than glorify a person, are very rewarding to both parent and teenager.

Sex Education

Between the ages of 11 and 14, the physical and moral aspects of sex cause much concern and uncertainty for both boys and girls. Parents can alleviate some of this concern by promoting the following:

- appropriate standards of personal health and hygiene
- a mature and respectful attitude toward the opposite sex
- a code of morality which can be applied in all his personal relationships

Parents can best contribute to the adolescent's proper attitude concerning sex by being aware of the example they set by their behavior and attitude and by supporting community programs relating to marriage and family living.

Suggested Lesson Plan

Aims

- To promote the concept that any gap that exists between parent and teenager can be diminished by parental understanding of varied approaches to rebellion, communication, criticism, anger, and praise
- To lessen parental concern about difficulties between parent and teenager and to provide some understanding so that meaningful relations between them can be established

Motivation

After the students have had a chance to look at the picture closely, ask the following questions.

- How do the people in this picture feel, especially the teenager?
- Is the abuse justified? Reasonable?
- Has a similar situation ever happened in your home?
- If it did happen in your home, what were the feelings of those involved?
- Were there any aftereffects of the incident?
- If there were aftereffects, were they immediate or was a behavioral change noted some time later?
- Was anger expressed? What other emotions or attitudes, if any, were expressed?

Development

The discussion that follows should bring out possible alternatives in behavior and attitude, first to the subject of the illustration, and then to behavior and attitude in general.

- Differentiate between acceptance and approval. Possible parental comments might be:
  - "Come, I'll help you clean it up."
  - "You're probably embarrassed."

- Don't preach about how one must always be careful.
- Accept the adolescent's restlessness as a possible justifiable cause for the accident.
- Parental anger should be expressed, but in a reasonable manner.
- The expression of disapproval must never carry attacks on character or personality.
- Don't invite dependence. In adolescence, dependency creates hostility. Teenagers crave independence. The following are statements that encourage independence:
  - "The choice is yours."
  - "You decide about that."
  - "It's your decision."
- Answer only what is asked. Long and detailed answers or lectures are not needed.
- Do not deny your child privacy. Teenagers need privacy; it allows them to have a life of their own. By providing privacy, parents demonstrate respect.

The students should be given the Suggestions for Parents sheet. The items on the sheet can be discussed in relation to the experience of the students in the class. The class might decide on one special incident that one of its members brings up and devote class time to discussing that incident.

If the students are unable to come up with a real life situation to which to apply the items from the sheet, the instructor may recall one from his own experience, or he may present a fictionalized account.

Suggested Activities

- Have the students evaluate the Suggestions for Parents sheet. They may alter the sheet in any way they deem fitting. They may decide to write and compile their own.
- Invite a minister, priest, rabbi, psychologist, or social worker to speak to the class on a topic related to parent-teen relations.
- Have the students watch TV for a week with the purpose of selecting instances and situations depicted that point out good or bad parent-teen relations. They might even consult TV listings for future programs that deal with this situation. After the entire class has watched the same program, a meaningful discussion should follow.
- Continue to compile a class library of literature related to parent-teen relations.

Worksheet Activities

Worksheet A is intended primarily for students who read up to a second grade level. Allow the students time to study the illustration. They should then construct imagined conversations based upon the illustration. There should be two conversations, one showing the wrong way, the other showing the preferred way. Concepts to be developed include those below:

- Differentiate between acceptance and approval.
- Don't invite dependence.
- Don't preach.
- Accept the adolescent's restlessness and discontent.
- Say what you mean and mean what you say.
- Avoid criticism, name-calling, and attacks on personality.
- Listen to the other point of view; understand it; then, state your own position.

The above concepts can be used for both illustrations A and B on worksheet A.

Worksheet B is recommended for those reading on the 3-4 grade level. The instructor must be ready to assist the students in completing the worksheet. When this is done, discussion should center on the students' reasons for their answers.

The Suggestions for Parents sheet is for students who read at the 5-8 grade level, and it may be used for review and reinforcement of the lesson content. It may be taken home for future reference by the students once it has been used in class.

Worksheet C is also designed for students reading at the 5-8 grade level. After answering the questions, discussion should center around the students' reasons for their answers and a review of the concepts contained in the lesson.

Student Worksheet A: *Parent-Teen Relationships*

Instructions: Look at the illustrations. Write on the bottom of each the right and wrong things the parents could say in these situations.

Student Worksheet B: *Parent-Teen Relationships*

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. Teenage rebellion:

   [ ] is normal

   [ ] cannot be understood by parents

   [ ] is sometimes irritating to parents

   [ ] is part of growing up

2. Parents, when talking with their teenagers, should:

   [ ] listen carefully

   [ ] accept the teenager's point of view

   [ ] not name-call or insult

   [ ] force the teenager to accept their point of view

3. Anger:

   [ ] is natural

   [ ] should be hidden

   [ ] can be expressed by parents if they do not insult

   [ ] helps teenagers understand others' and their own limits

4. Parents should not:

   [ ] imitate teenage language, dress, or conduct

   [ ] preach

   [ ] allow teenagers to have privacy

   [ ] predict what their teenager will do

5. Parents should:

   [ ] answer only what has been asked

   [ ] praise personality and character

   [ ] criticize whenever possible

   [ ] provide correct information on sex

6. Adolescents like:

   [ ] privacy

   [ ] flattery

   [ ] independence

7. It is best for parents to:

   [ ] describe feelings and events

   [ ] praise acts and accomplishments

   [ ] avoid sarcasm and insults

   [ ] accept teenage rebellion as normal

   [ ] be aware of the example they set for their teenagers

Student Factsheet: *Parent-Teen Relationships*

The following are some suggested "do's" and "don't's" which may prove helpful in parent-teen relationships.

Do

- Do accept teenage rebellion as a normal part of the teenager's attempt to find himself and develop personality.
- Do accept anger as a natural emotion.
- Do praise accomplishments sincerely.
- Do tolerate much but sanction wisely. There is a difference between acceptance and approval.
- Do give teenagers privacy.
- Do answer only what is asked.
- Do be aware of the example parents set by their behavior and attitudes.
- Do support community efforts to provide introductions to the meaning of marriage, the raising of children, and the goals of family living.
- When talking over problems with your teenager:
  - Do listen closely.
  - Do avoid name-calling or attacks on his personality.
  - Do state your own point of view.

Don't

- Don't criticize unless it is constructive.
- Don't supply "instant understanding"; think the problem through.
- Don't invite dependence by always telling the teenager what to do. It is best for him to resolve the situation and make decisions through your guidance.
- Don't preach.
- Don't imitate teenage language or conduct.

Student Worksheet C: *Parent-Teen Relationships*

Instructions: Read and discuss the following questions with your instructor. You may wish to write down your ideas.

1. Of all the items on the Student Factsheet, Suggestions for Parents, which do you think is the most helpful? Which is the least helpful? Why?

_____

_____

_____

_____

2. Thinking back over your experiences as a parent, in what situations do you think you could have dealt with your teenager differently? What do you think the results might have been?

_____

_____

_____

_____

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. Some parents find it hard to:

   [ ] refrain from using insulting language

   [ ] react to situations, and not personalities

   [ ] preach to their teenagers

2. Teenagers need:

   [ ] to develop a moral code of life

   [ ] correct information on sex

   [ ] to accept their parents' wishes on all things

   [ ] to develop respectful attitudes toward the opposite sex

THE TEENAGER AND SCHOOL

Background Material for the Teacher

Social mobility and the decline in family ties contribute to making the school a center of teenage life. The school is an area in which the child can operate with a feeling of belonging. The secondary school shows today's teenager ways to succeed in the future. It represents his best chance for developing his potential as a person and as a contributor to society. The school is an arena in which a teenager communicates with his own generation and discovers who he is and what he can do.

Parental Responsibility

Entrance into the secondary school is a big step for a student. He leaves the elementary school and his local neighborhood and begins to associate with young people from a wider geographical area. He feels more pressure to succeed academically, and finds he may have less time for the nonacademic activities.

Prior to the teen years, most of the questions concerning education were settled by adults. With the entry of the teens into junior high school, many teenagers are unprepared to make decisions about their education. To further complicate matters, the secondary school student is faced with a multitude of courses and programs from which to choose. The parent's role changes somewhat and new responsibilities are added to the old. Some of these responsibilities are:

- assisting in the selection of a program that will lead to a productive vocation (Parents, teachers, student, and counselor should be actively involved in the selection process. Adults should understand that today's teenagers are not interested in what is going to happen tomorrow. Most of them are interested in the immediate present. Therefore, adults should strive to see that the teenager gives proper consideration to his future in spite of his preoccupation with day-to-day concerns.)
- developing within the child a respect for learning
- designating a definite space and time for study
- encouraging the teenager in his endeavors
- participating in school activities, such as PTA, Open House
- taking time to listen to the teenager's problems and help him solve these problems

School Dropout

Many teenage problems are of a monetary nature. Teenagers quit school to take jobs that look good to them at that particular time. Some find it necessary to help with the family budget because the primary wage earner is sick, in jail, or unemployed.

Although some students leave school for jobs because it serves as a convenient excuse, many teens do not have jobs when they become dropouts. Dropouts may be characterized by any one or more of the following:

- discouragement about school progress
- dislike for a particular subject or teacher
- possession of emotional and/or social adjustment problems
- irregular attendance at school
- frequent changing of schools
- poor reading ability
- association with much older or younger people
- refusal to participate in extracurricular activities
- little self-discipline

Needless to say, it becomes imperative that parents, as well as school officials, should encourage students to stay in school. It is extremely difficult for today's school dropout to find work. There are few employment opportunities for the person without a high school education. Employers are not eager to hire teenagers, especially if they have no salable skills to offer. The unemployment rate for dropouts is twice that for high school graduates. The student who drops out of school to get a job may be looking for work that does not exist in many modern communities.

Even those dropouts who do find a temporary job are usually the first to be laid off, and they suffer the longest period of unemployment between jobs. Without a high school diploma, the dropout is in a poor bargaining position to hold a job or to get the special training that is necessary for advancement and regular promotions.

The high school dropout usually earns tens of thousands of dollars less in his lifetime than does the high school graduate. The reason is simple economics - with little education and training to offer, the dropout seldom rises above the lower income levels.

Summary

It is extremely important that the parents take an active part in their child's education during the teen years. Parents and school officials should cooperate to make the secondary school program both enjoyable and rewarding. This close cooperation becomes imperative when the child enters a secondary school, and especially as he approaches the age at which he may legally leave school.

Suggested Lesson Plan

Aims

- To encourage parents to take an active part in their child's education
- To familiarize parents with the characteristics of a potential school dropout
- To foster the development of close relationships between home and school, teacher and parent, counse or and parent

Motivation

Read the following account to the class. When you have finished, ask the class members how they would have reacted to the situation.

Jim, a sixteen year-old junior at Central High School slams the door. His mother asks, "Who's there?"

Jim angrily shouts, "Me."

His mother answers him by asking, "What are you doing home from school? It's only 1 o'clock."

"I quit."

"You quit? What did you do that for?"

"I don't care about school any more. Besides, I got a job pumping gas for $1.50 an hour."

Jim's mother, in anger, says, "But what about school? I thought you liked school, especially since you got into that plumbing apprenticeship course."

"I liked the course, but I want to earn some money."

"Did you talk it over with your teacher or school counselor?"

"No. But what difference does it make? I've quit and that's final."

Development

In conducting discussions, the teacher should regard himself as a resource person. Insofar as possible, he should use the information which members of the class already have, emphasizing the concepts presented in the background material and those implied in the reading.

In order to generate a discussion, ask the class what choices Jim's parents have in this situation. Have the students contribute ideas toward the construction of a list similar to the one below. The teacher or students may record the items on the chalkboard as the class offers them.

What to do:

- Discuss the situation as a family.
- Since he enjoyed the plumbing course, see if you can talk to the instructor. Jim may have told him his intentions.
- Seek out his friends (male and female) to see if they knew about his intentions. Maybe there is something bothering him which you do not know about.
- Call the school counselor to see if Jim told anyone about quitting. At the same time arrange a visit with the counselor to discuss Jim's situation.

Suggested Activities

- Contact the High School Equivalency instructor about the willingness of one of his students to speak to your class about his personal experiences.
- Invite a school counselor to class, asking him to relate his experiences with potential dropouts and dropouts. He should be able to explain their characteristics so that parents will recognize the symptoms in their own children.
- Arrange for a secondary school administrator and/or teacher to visit your class to encourage parental participation in school activities such as social and athletic events, consultation nights, and program advisement.
- Invite an employer to class and have him relate to the class his assessment of school dropouts and his attitude toward them as potential employees.
- Invite to class a dropout who is currently employed. Ask him to share his experiences in the labor market with the class.
- Prior to the visit of either or both the employer and the dropout, the class, with the assistance of the instructor, should prepare a series of questions based upon the conceptual content of this lesson

plan. Well-rehearsed questions will enable all to profit from the efficient use of the visitor's time. Equally important is the need to brief the outside consultant on the program, its purposes, and on the interests of the students.

- Together with the class, the teacher could participate in a school function such as an open house or PTA meeting. This activity could be a replacement for a regular class. There should be reinforcement for this activity before and after the visit.

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to a second grade level. Allow the students a moment or two to study the illustration. Then, read with them the caption, "WHAT ARE THEY TALKING ABOUT?" The students should attempt to discover why these people are smiling.

The following questions could be used to start the discussion:

--What would bring these people together? What could have happened to make everyone happy?

Emphasize the importance of home-school communications and the fact that this communication is not always an unpleasant experience.

A round robin discussion technique can be used with this worksheet. After 4-6 responses to each question, continue with the round-robin and another question. The responses of the group should be written on the chalkboard by a student recorder. These responses can also be transcribed on the back of the worksheet, with the students being encouraged to take the worksheet home as a reference guide.

Worksheet B is recommended for those students who read on grade levels 3-4 and is to be used as a review exercise. The instructor should assist the students in answering the questions and act as a moderator for a class discussion of the answers.

The factsheet is for students who read at the 5-8 grade level, and it may be used for review and reinforcement of the foregoing concepts. After class use, the factsheet may be taken home for further study.

Worksheet C may also be used by students who are able to read at the 5-8 grade level. After assisting the students in the completion of this question sheet, the instructor should encourage a class discussion of the answers.

Student Worksheet A: *The Teenager and School*

Instructions: Discuss with the instructor why you think all these people are happy.

WHAT ARE THEY TALKING ABOUT ?

Student Worksheet B: *The Teenager and School*

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. Teenagers:

   [ ] like school

   [ ] talk with their parents about teenage problems

   [ ] do not need a close friend

2. A dropout:

   [ ] has a job when he leaves school

   [ ] can be a boy or girl

   [ ] is happy in school

3. Parents should:

   [ ] let the teenager do what he wants

   [ ] help their child get a part-time job

   [ ] talk with the child's teachers

4. Money is:

   [ ] a big thing to a teenager

   [ ] why boys and girls quit school

   [ ] easy to get

5. The school counselor:

   [ ] is a friend

   [ ] likes parents to call him

   [ ] does not care if someone quits school

Student Factsheet: *The Teenager and School*

Glossary

DROPOUT: One who quits school

ELEMENTARY SCHOOL: Usually kindergarten through grade 6

EMPLOYER: One who hires people to work for him

EMPLOYEE: One who works for another person

SCHOOL COUNSELOR: A person in school who helps the student with his problems and his program or schedule

SECONDARY SCHOOL: Usually grades 7 through 12

VOCATION: One's life work

Ways for Parents to Help Their Teenagers

- Give encouragement
- Go to school activities such as social and athletic events, PTA, and open house
- Take time to listen to your teenager's problems
- Have a special space and time for study
- Talk with the school counselor about your child and his interests

Characteristics of a Potential Dropout

- Dislikes school
- Has a high rate of absenteeism
- Is often a discipline problem
- Is a poor reader
- Changes schools frequently
- Associates with much older or younger people

During the elementary school years, a student usually attends a school in his immediate neighborhood. The teen years mean that a student enters secondary school. He usually goes to school further away from home and mixes with students from a wider area. It is therefore even more necessary for the school and the home to cooperate closely. This cooperation becomes almost imperative when one considers the fact that a child is old enough to quit school at the secondary level.

Student Worksheet C: *The Teenager and School*

Instructions: Complete the following and be ready to discuss each with your instructor. Place a check in the box or boxes to indicate the correct choice or choices. There may be more than one correct choice for some.

1. A dropout:

   [ ] makes more money than a high school graduate

   [ ] is the first to be laid off

   [ ] gets good promotions

2. An employer likes dropouts because:

   [ ] he does not have to pay them too much

   [ ] they are good workers

   [ ] they have many skills

3. The secondary school is:

   [ ] like the elementary school

   [ ] able to help your child plan for a useful vocation

   [ ] a place for parents to stay away from

Instructions: Answer the questions in the spaces below.

1. How could you tell if a student was thinking about quitting school?

   _____

   _____

   _____

2. What can a parent do to help his teenager do better in school?

   _____

   _____

   _____

TEENAGERS AND THEIR RESPONSIBILITIES

Background Material for the Instructor

The third lesson, LEISURE TIME, suggested that those who derive pleasure and satisfaction from involvement in community affairs should seek some form of civic action as a leisure activity. This does not mean to suggest that these individuals are the only ones who should be interested in what is happening in the community. All citizens should become involved in community affairs.

Community Responsibility

A community prospers when its residents involve themselves actively in its problems, interests, and progress. Civic-minded residents must accept responsibility for their community and do as much as possible toward finding solutions to the many problems that beset urban life. Extensive individual participation in the interactions taking place within a community serves as an excellent example of civic responsibility for children.

The benefits which the citizens derive from such participation is of equal importance. In taking part in such actions, citizens find opportunities for growth through experience and for stimulation of their own interests through analysis of community problems. These are all personal investments which the civic-minded citizens make, and from which they receive substantial personal reward.

The benefits which are derived by citizens who are as concerned with their responsibilities to the community as they are with their rights of action in the community are of benefit to the total community at large. Parents who have exercised responsibilities in their community identify themselves closely with their neighborhood. From this understanding of community cooperation, adults benefit from the climate of community feeling that has been generated, and children are able to relate directly to the good examples established by their parents.

Very often, individuals exist in neighborhoods without any awareness of their relationships to the community, and vice versa. This may be due partly to ignorance, partly to indifference growing from despair, and partly to a lack of good community leadership. It therefore becomes very important that parents do a good job of educating their children regarding their rights and responsibilities in community life.

Voting Rights And Responsibilities

One of the rights and responsibilities which teenagers must be made aware of is voting. A citizen who does not vote is throwing away a valuable right. His vote is his voice in government. This right and obligation is even more significant to the teenager today than it was a few years ago,

inasmuch as the Constitution of the United States has been amended (26th Amendment), lowering the voting age requirement for national elections from 21 years to 18 years.

This action by Congress, and ratification by the required three-fourths of the state legislatures, including New York's, has had the effect of making all persons 18 years or older eligible to vote in any national election. Thus, the current requirements for voting in a national election in New York State are that the voter must:

- be a citizen of the United States
- have attained 18 years of age at the time of the election
- have been a resident of New York State, and the county, city, or village in which he wishes to vote, for at least 90 days
- have evidence of completion of a certain grade of schooling (usually fifth grade) or have passed a literacy test

In order to fulfill their voting rights and responsibilities intelligently, voters must be well informed about candidates and issues. Teenagers must be encouraged to keep abreast of current events, and the best encouragement is the example of the parents. Usually the children of well-informed parents are well informed also. Watching television news reports together is a good exercise, as is discussing items in the news.

To many citizens, voting simply means making a choice between two candidates for an office. But in addition to the slate of candidates for a public office, voters should pay close attention to the YES-NO propositions on the ballot. These propositions relate to a wide variety of matters and offer the voter an ideal opportunity to make an important contribution to the way of life and law in his immediate community, his county, and his state. Voting on propositions permits the voter to directly influence the outcome of many public issues. His influence is less direct when he votes for lawmakers who in turn make decisions on matters of general concern. Propsitions often found on ballots include those dealing with:

- taxation
- building construction bond issues
- expenditures for community facilities such as libraries and museums
- zoning regulations
- highway construction
- housing ordinances

Issues which arise in local school districts demand the voters' attention also. Results of school board elections and budget issues are sometimes determined by a small number of votes, as compared to results at the state and national levels.

We take for granted that voters who know the facts will make the best choices on election day. That is why we say that informed citizens are the backbone of democracy. But it is not always easy to be well informed. As the government becomes more complex, getting the facts becomes harder, even though the mass media—newspapers, magazines, radio, and television—do give us plenty of information. Sometimes there is so much information that we become confused, and we must then sift fact from opinion. This is not easy to do. In general, however, news articles provide facts, whereas editorials and syndicated columns provide opinion.

Several nonpartisan groups do attempt to bring the facts to the voters. Because they do not represent any political party, they are called nonpartisan. They attempt to be fair. Because they depend on public donations for their support, they do not owe loyalty to any political group or to any particular politician. They limit themselves to giving information. They help citizens become well informed about their government and how it works. One such group that specializes in voter information is the League of Women Voters.

If the students in the class show sufficient interest in the voting process, and class time is available, the instructor may wish to provide some background material in this area. If so, this Department's adult basic education publication, *Practical Government*, will be helpful. Voting rights and responsibilities are highlighted in the units entitled "THE VOTING PROCESS and VOTER REGISTRATION."

Suggested Lesson Plan

Aims

- To understand the need to vote in a democracy
- To outline the responsibilities for which students ought to be preparing their teenage children

Motivation

Use the filmstrip, *The Silent Voice*, to introduce the topic of the voting process. This filmstrip accompanies the manual, *Practical Government*, a publication in the Social Living Skills series produced by this Department.

Development

After the filmstrip has been shown, arrange the class in a circular fashion conducive to free and open discussion. The following questions are suggested as vehicles for promoting further understanding. Strive for maximum discussion among students.

1. What qualifications are necessary for you to register? To vote?
2. How could you find out where you have to go to register? To vote?
3. What do you have to do when you go to register? To vote?

4. What are some ways in which you can find out what a candidate really stands for before you vote for him?

5. In what ways is your privacy protected in the voting booth?

6. Have you ever known of an election that was won or lost by a slim margin? How slim?

7. Can you think of some good changes that have taken place because the "right" person was elected (on national, state, or local level)?

8. Can you think of some bad changes that have taken place because the "wrong" person was elected (on national, state, or local level)?

9. Why is it so important that *you* vote?

Suggested Activities

Enlist the help of an organization such as the League of Women Voters in securing a speaker to come to class and take part in a discussion on the topic, "The Importance of Voting." The teacher may wish to have the class assist in writing the letter of invitation. Prior to the speaker's visit, the class members should develop some ideas they feel are important and would like to see discussed. The following are some suggestions.

- Exercising the right to vote is essential in a democracy.
- If you don't vote, the choice is *theirs*; if you do vote, the choice is *yours*.
- A citizen who enrolls in a party is usually able to play a more influential role in a democracy then one who does not.
- Party enrollment does not bind you to the party's candidate.

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to a second grade level. Allow the students a moment or two to study the illustration before beginning the discussion.

Worksheet B is recommended for those reading on levels 3-4 and is to be used as a review exercise. The instructor should assist the students in answering the questions and act as moderator for a class discussion of the answers.

The factsheet is for students who read at the 5-8 level, and it may be used for review and reinforcement. After class use, the factsheet may be taken home for further study.

Worksheet C may also be used by students who are able to read at the 5-8 level. After assisting the students in the completion of this question sheet, the instructor should encourage a discussion of the answers.

Student Worksheet A: *Teenagers and Their Responsibilities*

Instructions: Study the picture. What are these youths doing? Why?

Student Worksheet B: *Teenagers and Their Responsibilities*

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. You should be involved in community affairs because:

   [ ] it is against the law not to be

   [ ] it sets a good example for children in the neighborhood

   [ ] you may be able to help solve some neighborhood problems

2. Voting is:

   [ ] a responsibility

   [ ] done only by the educated

   [ ] a right

3. order to vote in a national election:

   [ ] you must be a high school graduate

   [ ] you must be 18 years of age

   [ ] you must be 21 years of age

4. In order to vote intelligently, you should:

   [ ] always vote for your party's candidate

   [ ] read the newspapers

   [ ] watch the news on television

5. Your vote is:

   [ ] important

   [ ] your voice in your government

   [ ] secret

Student Factsheet: *Teenagers and Their Responsibilities*

Facts to Remember

- All citizens should become involved in community affairs.
- Community problems are every citizen's responsibility.
- Citizens benefit from participation in community affairs by finding:

  -opportunity for growth through experience
  -stimulation for their own interests
  -a source for development of their own powers and resources

- Children relate to their neighborhood when their parents do.
- Teenagers must be made aware of their voting rights and responsibilities.
- A vote is a voice in government.
- The voting age for national elections has been lowered by Congress from 21 years to 18 years.
- Voters must keep well informed about issues and candidates by reading newspapers and watching TV newscasts.
- News articles provide facts; editorials and columnists provide opinion.
- Voting for propositions on ballots is:

  -as important as voting for candidates
  -a way of directly influencing issues and policies

Student Worksheet C: *Teenagers and Their Responsibilities*

Instructions: Mark each statement below either (T) for true or (F) for false. Change false statements to make them true. Be ready to discuss the reasons for your answers and the changes.

1. _____ You must be 21 years old to vote in national elections.

2. _____ If you were born in the United States, you are automatically registered to vote.

3. _____ Community affairs, to some extent, should be an interest of all citizens.

4. _____ If the parents are responsible citizens, the children will always be responsible.

5. _____ You do not need to be able to read in order to vote.

6. _____ If you enroll in a party, you must vote for that party's candidate.

Instructions: Answer the following questions and be prepared to discuss your answers with your instructor.

1. Explain why voting is a right and a responsibility.

_____

_____

_____

_____

_____

2. List the requirements for voting in New York State.

_____

_____

_____

_____

_____

cut here

EVALUATION SHEET

Parent Education and Family Life

Child Development: The Teenager

Check (✓) the appropriate comments below:

1. The introduction:
   - aids in budgeting time spent on individual lessons _____
   - highlights lesson objectives _____
   - provides little or no help _____

   Comments and Suggestions:

---

2. The background material:
   - is adequate _____
   - provides specific help _____
   - shows little relevance to your situation _____

   Comments and Suggestions:

---

3. The suggested lesson plans are:
   - well organized and meaningful _____
   - helpful in teaching classes _____
   - appropriate for your classes _____
   - lacking in varied techniques _____
   - trying to cover too much _____

   Comments and Suggestions:

---

4. The filmstrip dealing with the teenager:
   - stimulates class interest _____
   - is helpful in stressing concepts _____
   - presents pertinent content _____
   - lacks appropriateness _____
   - possesses little value _____

   Comments and Suggestions:

---

5. The student brochure, *Child Development: The Teenager:*
   - helps reinforce the lesson material _____
   - successfully stresses the concepts _____
   - has some value _____
   - is of little use _____

   Comments and Suggestions:

Please send completed sheet to:

New York State Education Department
Bureau of Continuing Education Curriculum Development, Room 326
Albany, New York 12224

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